NATIONAL CONGRESS
Bulletin

APRIL, 1940

NATIONAL CONGRESS OF PARENTS AND TEACHERS
600 South Michigan Boulevard Chicago, Illinois

Vol. 7 — No. 8

Dear Local President:

In this brief message to you, I want to extend a hearty and happy welcome to the National Convention in Omaha. Only a few of you will be present in actuality; but every one of you will be there in another very real sense.

The program has been built with you constantly in mind. Your interests and your wishes have been made the basis of all that has been undertaken; the addresses, the conferences, the theme itself were planned for you.

You will follow our theme with us day by day, as it developed from beginning to close; and you will be closely and constantly in our thoughts.

Later you will share more intimately with us the reports, the discussions and addresses, the findings. You will make them live again in the life of your local association. You may "take back" to your members the contribution, the fine spirit of our meeting quite as truly as if you had been present in person. This will be your participation in the great annual meeting of your organization.

May it prove not only a responsibility but a great joy!

Loyally yours,

Frances S. Pettengill

President,
National Congress of Parents and Teachers

PROGRAM for NATIONAL CONVENTION
Omaha, May 6-9

PROGRAM plans for the 1940 Convention of the National Congress of Parents and Teachers, to be held in Omaha, Nebraska, May 6-9, are nearing completion.

An all-day business session will be held Monday, at which time revisions of Bylaws, reports, and other business will be considered.

The social feature of the convention is a courtesy tea for delegates at the University of Omaha, Wednesday afternoon. The annual banquet on Thursday evening at the Paxton Hotel, at which newly elected national officers will be installed, will close the convention.

Convention speakers and discussants who will contribute to the development of the convention theme, "And the Pursuit of Happiness," include many leaders in American life — educators and laymen, health and social workers, and others active in promoting the well-being of the Nation's children and young people.

MONDAY, MAY 6 —

William F. Russell, Dean of Teachers College, Columbia University, will open the convention Monday evening, with an address on "The Forgotten Phrase."

TUESDAY, MAY 7 —

Malcolm MacLean, Dean of the Junior College, University of Minnesota, and Willard Olson, Professor of Education, University of Michigan, are to speak at the Tuesday morning session; Robert Foster, Director, Advisory Service for College Women and Research for Women's Education, Merrill-Palmer School, will lead the panel discussion Tuesday afternoon.

WEDNESDAY, MAY 8 —

G. L. Maxwell, Assistant Secretary, Educational Policies Commission, and Hugh Bonar, Superintendent of Schools, Manitowoc, Wisconsin, are to be the speakers at the Wednesday morning session. Robert Speer, Chairman of the Elementary Education Department, New York University, will lead the Wednesday afternoon panel discussion. Carleton Washburne, President, Progressive Education Association, will address the convention Wednesday evening.

THURSDAY, MAY 9 —

Bess Goodykoontz, Assistant Commissioner of Education of the United States, and Philip Klein, Research Director of the 1940 White House Conference, will be heard on Thursday.

NATIONAL CHAIRMEN'S CONFERENCES AT OMAHA CONVENTION

National Chairmen's Conferences are to be conducted daily from 8:30 to 10:00 a.m. at the National Convention in Omaha, as follows:

Tuesday, May 7

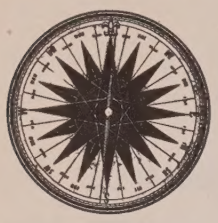
- Character Education
- Founders Day
- International Relations
- Library Service
- Motion Pictures
- Program Service
- Publicity
- Safety

Wednesday, May 8

- Juvenile Protection
- Legislation
- Membership
- National Parent-Teacher Magazine
- Social Hygiene
- Student Aid
- Summer Round-Up
- Joint Conference: Recreation, Art, Music, and Rural Service.

Thursday, May 9

- Child Hygiene
- Congress Publications
- Homemaking
- Home Education
- Mental Hygiene
- Procedure and Bylaws
- Radio
- School Education



SIGNPOSTS AND GUIDES

Achieving Effective Democracy

Democracy does not just happen. It is achieved by conscious planning and definite work. It demands identifying individual interests with the common good. The social values of democracy are of such importance that society should determine to achieve them through rigorous individual and group effort even to the point of sacrifice.

— FROM THE 1939 CONVENTION FINDINGS

DEMOCRACY does not just happen. For the members of the National Congress of Parents and Teachers, the conscious planning for democracy is initiated and stimulated by the discussions and findings of the national conventions. This year the National Congress completes the last part of the theme chosen three years ago — "Life, Liberty, and the Pursuit of Happiness." The convention in 1938 developed the first of the three "unalienable rights" — Life. Last year, Liberty, as a way of life, was considered. During the 1940 Convention, parents and teachers, eager to succeed in the great task of happiness for themselves and their children, will together think through the essential problems involved in the third human right, "The Pursuit of Happiness."

Each day will be devoted to a special phase of the theme which has been reduced to three elements: Foundations for Happiness, the Achievement of Happiness, and Safeguards for Happiness.

TUESDAY — Foundations for Happiness

"The term 'happiness' as used here, and undoubtedly as conceived by the authors of the Declaration of Independence, does not refer merely, or even primarily, to that effervescent and transitory joy that comes from the exuberance of living, or to the careless excitement frequently generated by the artificialities of life. Happiness is that abiding contentment that comes from a complete and abundant life, even though such a life includes, as all lives must, both success and failure, prosperity and adversity, sunshine and shadow, cradle songs and funeral hymns. To be happy, we must know the realities of life, whatever they may be. We must be able to understand relative values in the midst of confusion, to seek the deeper meanings beyond the shallow, to desire worthwhile achievement in the midst of much that is trivial."

How can the growing child be stimulated to develop the initiative essential to his pursuit of happiness?

What kinds of situations at various age levels call for the exercise of initiative under the guidance of parents and teachers?

How can children be challenged to put forth their best effort and to understand the practical solutions to their problems?

Can critical judgment be developed by education, and, if so, how is it to be done in the home? the school?

What types of experiences tend to make probable the realization of happiness?

How can the home and the school help the child to seek, to enjoy, and to treasure those subjects and those types of experiences that mankind has found to satisfy the deeper longings of the soul, and to inspire the noblest achievement?

To enjoy physical fitness?

To enjoy a rich mental and social life?

To appreciate beauty and philosophy, religion, art, and music?

WEDNESDAY — The Achievement of Happiness

"As organized education turns to the future, then, it discards the theory of automatic democracy. It recognizes that rights to life, liberty, property, work, and the pursuit of happiness are shadows, unless those who claim the rights are competent and have the moral power necessary to the creation and maintenance of the social element in which rights may be realized."

What are some of the problems on the youth level which boys and girls can solve by the democratic process in the home? in the school?

How can youth be taught that to participate in shaping and in choosing government is an imperative part of his life today?

How far should the school be concerned with social, economic, and political problems?

What type of family life is particularly suited to develop the characteristics necessary for democratic citizenship?

How does education for democratic citizenship contribute to the happiness of the group?

How may the parent-teacher organization strengthen and enrich the democratic program of education for an effective citizenship?

How does effective citizenship contribute to the general happiness of society?

THURSDAY — Safeguards for Happiness

The development of science and invention, and the growth of industry have created new and complex conditions. Legal safeguards alone are not sufficient to create liberty unless the individual also has a reasonable degree of economic opportunity, which is less easily provided in an industrial society than under pioneer conditions with unlimited free land. Thus we have come to include in our basic concept of democracy these principles:

1. That in the pursuit of happiness all men should have as nearly equal economic opportunity as their unequal natural endowment and the slow process of economic change permit.
2. That secure family life is the foundation of individual happiness and social well-being.
3. That the welfare of the child depends not alone upon the care provided within the family, but also upon the safeguards and services provided by community, state, and nation.
4. That democracy can flourish only as citizens have faith in the integrity of their fellow men, and capacity to cooperate with them in advancing the ends of personal and social living.
5. That such faith and such capacity can best be established in childhood and within the family, where the child should find affection which gives self-confidence, community of interest which induces cooperation, and equal values which influence conduct.

PARENT-TEACHER ACTIVITIES

FOR *Promoting Democracy*

ANNOUNCEMENT

A Committee to Correlate Parent-Teacher Activities for Promoting Democracy was authorized by the National Board of Managers at its meeting in September, 1939, to draw up a report giving the possible ways in which the National Congress might correlate its activities for promoting democracy.

A continuing program designed to stimulate an understanding and appreciation of the ideals and practical applications of democracy was presented by the committee and approved at the February meeting of the Executive Committee. This program calls for the preparation and publication by the National Congress of a series of nine bulletins. This bulletin and one other will be published before the National Convention, and the remaining seven will be issued at intervals of about one month beginning in September, 1940.

A WORD OF EXPLANATION . . .

This is the first of a series of nine bulletins dealing with a phase of human development which is as old as the history of mankind and certainly as broad as the field of human experience: the efforts of man to devise adequate government for himself and his fellows. These bulletins will dwell more particularly upon one form of government — democracy — for this is the only government which allows the fullest development of individual liberty and happiness for all. Certainly it is the best that has been devised to date.

Like all schemes which man has devised for his own betterment, democracy has been gained by a long struggle; it can be maintained only by sincere belief in it, an understanding of it, and a plan of clear, definite action. It is beset by a multitude of problems which become more complex as the situation in which it operates becomes more complex.

Eternal vigilance has always been the price of liberty. That vigilance is more necessary now than it ever has been before. None of this material can ever pretend to be exhaustive. At best it can only call attention to salient facts underlying our form of government. From that point the reader must go his own way. But he need not go alone, for others are as anxious as he to understand and to lay plans. By reading, by thought, by discussion, by study, and by investigation the reader and his co-workers can really see what democracy means to them and to their children and to their children's children.

The committee submits this series of bulletins to the members of the parent-teacher association for whatever use they may make of them.

BULLETIN TITLES

I. Introduction

1. What Price Democracy?
2. The P.T.A. — Its Unique Function in a Democracy

II. The Foundation Stones of Democracy

3. The Intrinsic Worth of the Individual
4. Equality
5. The Bill of Rights
6. Social Responsibility
7. The Appeal to Reason
8. The Consent of the Governed
9. Intelligent Citizens

BULLETIN No. 1 . . . *What Price Democracy?*

MANY words in our language are frequently used by all of us without precise understanding of what is meant by them, or how the processes which they represent operate. "Education" is such a word. "Government" is another.

The word "democracy" just now appears in every conceivable situation. Conferences are based on it, books are written on "education for democracy," organizations of every type have committees making plans for careful and thorough study. This unusual activity is but one evidence of the upheaval and confusion which exists in the mind of man as he finds things challenged for which he has worked and in which he has believed so long that he has taken them more or less for granted. As is always the case when beliefs that have been long accepted are disturbed or overthrown, man turns to something which he hopes will afford security. Just now that security seems best to be symbolized by those liberties and opportunities which are granted to individuals under "democracy." It is precisely this concept which we must understand and unequivocally confirm and defend.

We have no definition of democracy that is accepted by all of us. Each of us has certain ideas of its meaning that he accepts, others that he rejects. Actually, it means all things to all men.

This is one potent reason why democracy has a hold upon the minds of men that makes it the power that it is in this world.

One student in the field has gathered upwards of eight hundred definitions of democracy, each differing in some respect from the others. Obviously there are points in common in such a large number of definitions. It is these similarities rather than the differences which concern us, for it is in this area that we shall find the points which we must all understand and for the everyday operation of which we must work valiantly. It is in these common elements that the real strength of the idea lies. Our problem is to discover, to discuss, to understand and to make operative the essentials of democracy, the best form of government that man has been able to devise for himself up to the present.

We can devise a working philosophy of democracy, based upon study, that will please us and allow us the fullest possible development as individuals at the same time that equal rights are granted to all other individuals.

The point is not so much that we make and accept a definition of democracy as it is that we understand how it came to be and that we are dedicated to its continuance.

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MANKIND'S PROGRESS

ONE man in isolation is not concerned with government. He has a way of life which is the best that he can devise, that satisfies his desires for living, under the circumstances. When two men dwell together, immediately there must be a system of give and take if they are to live on an equal footing, or one must dominate the other. When many men live together, the same fundamental truth applies. All must live and work together in peace and harmony, each contributing to the fullness of life that which he is best qualified to give; each having individual rights which give way at not too clearly defined boundaries to the group welfare; and each granting to other individuals in equal measure the same rights and privileges which he enjoys. Above all stands group welfare, the social good that enables man to progress and to attain his full measure of worth, dignity, and power.

Since time began man has been struggling to find ways and means of living successfully with his fellow men. The position he has reached at present does not represent his highest aspiration, nor even his best effort; rather it represents only what he has been able to achieve so far in his endless journey through the corridors of time. The best is still to be achieved.

He can see and understand fairly clearly the struggles of the past. Through them he can locate his present position. He does not and usually cannot plot precisely the ultimate goal toward which he is moving. He can know intimately only those inner urges and sometimes vague longings that he possesses as an individual. He can and does accept that form of government which gives him and his fellow men the best opportunity to realize their collective desires and fulfil their common wants, and at the same time provide for his own personal and individual development.

The world situation amply proves that this form of government is not yet attained for all, nor are we apt to live long enough to see its full realization.

Close reading of history makes clear the point that living together is a complex never-ending struggle. Men rise to dominate other men; they fall sooner or later before the combined strength of the slow moving, but indomitable, strength of the common man in his quest for the good life. "Man's inhumanity to man" is tragically written in history; yet the same history proves equally the power of man to alleviate suffering, to gain his freedom, and through science to bend the forces of stubborn nature to the use of his hand and to the betterment of his daily living.

Through domination by the tribal chieftain, through the feudal ages, through the divine right of kings, through slavery, man has struggled for "Life, Liberty and the pursuit of Happiness." At times he has made surprisingly rapid gains; at times he has faced devastating prospects, but always his progress has been onward and upward. What may now appear as a hopeless morass has eventually been resolved by dint of work and struggle, by thought and action, and he goes steadily on, slowly and not surely, but always on.

WHERE ARE WE NOW?

BROADLY speaking, there are at the moment two theories of government in the world, apparently locked in a death struggle to prove which shall survive.

One is characterized as democracy. Essentially this theory says that government rests upon the consent of the governed; that government exists for the sole purpose of common action which shall make this world a better place for the individual to live in; that government has no greater powers than shall be delegated to it by those who are governed. The individual and his opportunities are supreme; government exists that he and his fellow man may be better served.

The other is characterized as totalitarian. There are many brands of it, Naziism, Bolshevism, Fascism, but all have common characteristics. Essentially the state is supreme, the individual exists only to be used by the state. Control is by a dominant political party or by persons; all others are regimented to serve the state as dictated by the group or person in power. Every vestige of that precious heritage that we call personal liberty must be and is controlled by an all-powerful state.

The means used — education, legislation, representation — indeed the very terms used by a free people to describe a democratic way of life, are employed by the dictators to describe their way of life. We must keep clearly and continually before us the fact that these two theories of government are completely opposite in character. We must not be confused by the suave use of identical words in the mouths of those who would have us believe otherwise.

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THESE UNITED STATES

THE development of the government and the way of life which we enjoy in this Nation of ours is a thrilling chapter in man's never-ending quest for a better way. Books by the hundred have been written on it and about it. Scholars are constantly adding new material. Citizen's groups are studying it from every angle. Statistics are

being compiled and studied to find newer and better ways of carrying on its activities. The literature is so vast that only specialists can possibly have a complete grasp of it.

Complex though it is, it is the government "of the people, by the people, for the people." It will remain that just so long as we, as individual citizens, study it, understand it, and exercise our right to vote at every election. It is difficult to maintain and the pitfalls are many, but like any value it may be possessed only if we are willing to pay the price — and in this case the price is eternal vigilance, goodwill, and understanding.

AMERICA was first settled by colonists. These were subject to the rule of the mother country. Soon it was realized that the interests of the colonies and of the mother country might best be served by representative government. This was especially true in the English colonies. The first such government was the House of Burgesses in Virginia in 1619. French and Spanish colonies were governed by home authorities.

The necessity for defense of the various settlements which spread westward from the Atlantic seaboard as the conquest of the vast territory began, called for common agreement but left each one free to live up to its own ideals. Because of many practical considerations the colonists turned more and more to representative government based upon a truly democratic concept: unity for the common good that individual initiative and freedom might flourish.

Such joint action is shown by the New England Confederation in 1643, which lasted for about forty years; the Congress called by New York in 1690 to take joint action against the French; and other attempts at union to serve the common need.

Many of these efforts were short-lived. The colonists distrusted each other, the need for common action ebbed and flowed, there was constant immigration of various European nationals who were not used to such procedure. But through it all the colonists knew that in common cause there was strength, and they had had enough practice in it to turn to it under necessity. However much they might accept it as a workable theory, universal acceptance of union, of representative government, and the retention of individual liberty had to be arrived at by slow process.

The first Continental Congress met at Philadelphia in 1774, one hundred and fifty-five years after the founding of the House of Burgesses in Virginia in 1619. Union has existed in this country from 1774 to the present time.

This union was formed for the purpose of taking common action against what the colonies considered the oppressive measures of England. On July 4, 1776, one of the great documents of our Nation was adopted. Prepared by some of the best minds of the day, the Declaration of Independence declared: "that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

The Declaration further called for the establishment of a new government. The political ideas of the colonists were based upon their knowledge of government of the mother country and their own experience. They believed that government must rest upon consent of the governed; that that consent should be given in the form of a contract and that that contract should be written so that everyone might read it and be familiar with its terms.

FROM 1776 until the Articles of Confederation were finally put in force in 1781 there was really no legal union. The Continental Congress was the central government.

The Confederation proved unsatisfactory, and in 1787 the Constitutional Convention met in Philadelphia.

A close study of this convention, of the men who composed it, of the conflicting interests represented, and of the compromises effected reveals an intensely human drama in which ideals and practical solutions are admirably woven together into a workable scheme. Based upon the state governments with which all people were then familiar, the Constitution delegated to the national government certain express powers and forbade it others. It likewise forbade certain powers to the states. In essence it was a Federal union in which the states preserved their identity. Powers not expressly delegated to the United States nor prohibited to the states were reserved to the states, or to the people. The national government was to deal with those common needs of the states which they could not well handle individually.

This written document, the Constitution, with its amendments, is the basic law of the land under which we are now operating and under which we will continue to operate until such time as the will of a free people shall decide otherwise.

THE new government went into effect with the inauguration of Washington as President, in April, 1789. Ever since 1619, then, a period of one hundred and seventy years, Americans had been trying by experimentation, by necessity, and by trial and error to find the form of government which would allow them the democratic way of life which they desired. From 1789 to 1940 (one hundred and fifty-one years), that government has been in force. This period of years is but a tick of the clock of eternity. Much has been accomplished in it. Much is still to be achieved. Man's desiring always leads him to seek quick action, to get the task over with at once. The dangers of this are apparent to the student of history and human progress.

In that time there have been periods when the very foundations of the country were tested by stress and strain. Whatever has happened, the basis upon which we have built has proved adequate. It will continue to do so provided only that we are citizens of goodwill and understanding, thoroughly grounded in democratic principles and willing to do our share.

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CONCLUSION

SINCE the dawn of time man has desired for himself the liberties necessary for his fullest individual growth and expression. To guarantee these liberties to himself and others he has created governments. The government best designed for the purpose is founded on democratic principles. These principles include "Life, Liberty and the pursuit of Happiness." The rules of good government have been established by a never-ending struggle over long periods of time. Man has achieved much, but he has not yet reached his ideal; therefore, the up-

ward march continues. The price which he must pay for his continuing freedom is not in goods or money, but rather in goodwill, keen understanding of democracy, willingness to serve, eternal vigilance, and intelligent use of the ballot.

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Suggested Activities

1. *If your community has a forum this material may well be incorporated in its regular program. If it does not, then you may wish to organize one. Such a forum is not only equipped to deal with this material, but also to study any situation, local, state, or national that may engage its attention.*

2. *Read and discuss thoughtfully the Declaration of Independence. Have your history teacher or a well-prepared member give the historic background. Try to understand how this background underlies this document.*

3. *Do the same with the Constitution.*

4. *Trace some one concept, such as states rights, from the making of the Constitution to the present. Determine if that concept is still as originally stated or if it has been changed to suit conditions. Call on your historian for help.*

5. *Study carefully the Bill of Rights, the first ten Amendments to the Constitution. Do they apply equally to all? Has there been any change from the original idea to the present needs? Are there other rights that should be safeguarded in the same way?*

6. *Study the differences between the rights and responsibilities of a citizen of a democracy and of a totalitarian state. You may wish to invite well-informed speakers and discussants to present their point of view.*

7. *You may wish to try to define democracy in terms that satisfy you. This can best be done in specific terms, such as:*

   a. *Democracy depends upon these things (list them).*

   b. *I can contribute these things (list them).*

   c. *In return I shall get these benefits (list them).*

Sources of Study Material

Such a wealth of material is available that it is quite impossible to single out all the items that are essential for every group that may want to study in this field. Those given here are basic. They will serve not only for the material covered here, but are adequate for the bulletins that will follow in this series.

1. American Library Association, Chicago.

   a. *Our American Democracy.* Leaflet containing valuable material and comment on helpful books.

   b. *Democracy: a Reading List* compiled by B. Y. Landis. A list of about two hundred and fifty books with a terse comment on each. Publishers and price are listed. Each book is rated as (a) "popular and elementary" or (b) "more advanced reading" or (c) "more technical and less acceptable references." Each rating is about equally represented in the list.

2. Your daily newspaper and current periodicals. Practically every newspaper and magazine has valuable material. A well-kept scrapbook would shortly contain enough material for a discussion group.

3. Your local library will have helpful material. Books and pamphlets not available locally can be borrowed from your state library or from libraries in nearby larger cities.

4. Office of Education, U. S. Department of the Interior, Washington, D. C.

   How to Organize a Community Forum.

5. National Congress of Parents and Teachers, Chicago.

   Schools for Democracy compiled by Charl O. Williams and Frank W. Hubbard. An excellent reference on the necessity for education in a democracy and the fundamental principles which make for good education. Contains study guide and many references.

6. Kentucky Congress of Parents and Teachers. Kentucky Library Extension Division, Old Capitol, Frankfort, Ky.

   Education for Democracy. A Reading Course Prepared for the Kentucky Congress. A selected list with extended comment on each reference.

7. Visual material (16 mm. movie film, slides, etc.) is becoming available to groups which are properly equipped with projectors. Some is free; a good deal of it can be rented at a small daily fee. Your school paper can probably help you with this.

8. Programs dealing with many phases of democracy, good historical drama, study courses are now on the radio. National networks carry them, state or local stations carry even more. Your state Radio chairman can help you map out a listening program.

National Parent-Teacher

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Current material on promoting democracy is published monthly in the *NATIONAL PARENT-TEACHER*, official magazine of the National Congress of Parents and Teachers.

- *Loyalty to Democracy*
  Alexander J. Stoddard,
  August-September, 1939.
- *Our Articles of Faith*
  George S. Counts,
  October, 1939.
- *My Brother's Keeper*
  Ivan R. Waterman,
  October, 1939.
- *Editorial*
  Frank P. Graham,
  November, 1939.
- *Mr. Citizen Weighs the Law*
  Ralph F. Fuchs,
  February, 1940.
- *Children in a Democracy*
  Mrs. J. K. Pettengill,
  March, 1940.
- *Conversation on Citizenship*
  G. L. Maxwell,
  April, 1940.
- *So Are Citizens Educated*
  William G. Carr,
  May, 1940.
- *The Family As the Threshold of Democracy*
  Arnold Gesell,
  May, 1940.

THROUGH THE YEAR WITH THE P.T.A.

April: The Convention Carries Over

"CONVENTIONS bring together those who seek to learn and those who are contributing their information and experience. To both comes an enrichment of life to be rededicated in serving well those who are our joy and our responsibility, the children. Upon delegates devolves a responsibility to return to the communities from which they come, a wealth of enthusiasm, of loyalty, and of information."

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The annual convention of the National Congress of Parents and Teachers is highly significant to all members, a fitting climax for the year's activities. It is significant in that it emphasizes the unity of the purpose which motivates parent-teacher members, it reflects trends in association work, and it points the directions in which the parent-teacher association is moving.

The national convention, which includes delegates from every state, is a great educational opportunity for those who attend with an open mind, willingness to learn, and a desire to give and receive information and inspiration.

PARTICIPATION IN THE CONVENTION

The present trend is definitely toward democratizing parent-teacher conventions. Each delegate can contribute to the convention, and derive practical benefit from it, by entering wholeheartedly into convention activities, by taking part in group discussions, and by informal exchange of views on parent-teacher matters with other delegates.

Opportunity for delegates to participate in conventions is increasing. Round tables, panel discussions, and forums are gradually replacing reports and formal addresses, and more time is allowed for audience participation.

General sessions and business sessions are important to every delegate, and every subject presented at a general or a business session is significant to the entire delegate body and to the associations "back home."

Since group discussion, at its best, assumes the active constructive participation of each member of the group, serving as a "proving ground" where ideas can be tested by the experience and knowledge of delegates, it is important that each delegate contribute ideas and share experiences in group discussions. As delegates talk over their common problems, they begin to discover new ideas, to see parent-teacher problems in a new light, and to find in each other's experiences solutions for their own problems. Whether convention group discussions reach any meaningful conclusions depends entirely upon individual delegates who comprise the convention delegate body.

Every delegate to a parent-teacher convention is present as a representative of an organization, and for the duration of the convention, his primary responsibility is to the group which he represents. He attends sessions with these thoughts uppermost in his mind: What does this session offer which will help my organization to do more effective work? Has my own organization anything to contribute?

REPORTING THE CONVENTION

Reporting the convention to the local unit, council, district, or state board is a means by which the delegate may share information and help derived from the convention.

A report should present an overview of the convention and some specific data on subjects of greatest interest to the group.

The report should cover:

1. *The theme of the convention,* emphasizing its significance to the general trend of the work during the coming year.

2. *The general plan of the convention,* showing how the various features contributed to a unified program.

3. *Main addresses,* including title and gist of the address, official position of the speaker, and a few inspirational quotations.

4. *Conferences and classes,* giving a summary of topics, discussions, recommendations, and other information which is applicable to the local situation.

5. *Business sessions,* giving high lights of reports of officers and committees, and reporting elections.

6. *Revisions of bylaws,* including an interpretation of changes which are of particular concern to the group to which the report is made.

7. *Findings,* stressing their importance as a basis for enriching the parent-teacher program.

8. *Exhibits,* emphasizing new ideas, new publications, and materials, such as books, pamphlets, and posters, which may be available for the promotion of parent-teacher work.

9. *Social and entertainment features* (banquets, luncheons, teas), mentioning them as secondary to the educational and inspirational features of the convention.

Discussion of the convention report will aid greatly in bringing to the membership the fullest appreciation of the convention.

UTILIZING THE CONVENTION

Throughout the year, the delegate's participation in the convention may become increasingly vital to the group which he represented. The information, inspiration, and the clearer understanding of the national and international significance of the parent-teacher movement carried back from the convention should be a cumulative force which will give new emphasis and new meaning to the work of the association throughout the year.

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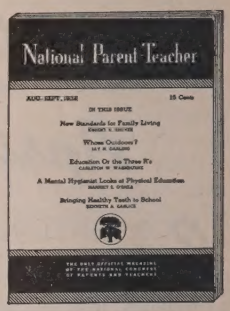
NATIONAL PARENT-TEACHER

News About Our Magazine



"AND THE PURSUIT OF HAPPINESS"

FOR your consideration and use we take especial pride this month in presenting a review of the articles and features in the May issue of our Magazine. This issue is built around a central theme which is of increasing significance to all whose interest in children leads to an interest in parent-teacher work. The theme is known to those who cherish life and liberty as "The Pursuit of Happiness" — the third "unalienable right" of the Declaration of Independence. The May issue discusses some of the *ways and means* which make probable the attainment of happiness.

THE opening article is concerned with the kind of citizenship education in both home and school which can make real for each individual his right to pursue happiness. A series of questions about the various elements that make up this program is presented so that each individual may determine the effectiveness of education in accomplishing the great purpose of civic responsibility. That the democratic spirit is a fruit of slow growth which needs intelligent guidance long before the child enters school is the subject of another article. How this guidance can be accomplished in the home is the practical question considered. Health as one aspect of happiness is the concern of still another article. The factors which tend to develop a child who will possess a healthy body and a well-adjusted mind are clearly outlined. Effectively free education, what it involves, and the promise it holds in raising the general standard of living is also discussed.

STILL other articles deal with those thoughts and emotions which man has always recognized as contributing to happiness. Among them will be found an account of the happiest experience one person ever had in school — an experience which became a lifelong guiding principle; the story of two Sunday afternoons in spring which remained sustaining sources of happiness; a definition of the pursuit of happiness which grew out of work — all kinds of work — and which became a vitalizing and satisfying well-spring of the most enduring kind of happiness; and finally, the editorial statement of a philosophy of effective living which has for children and adults alike made happiness an abiding and personal possession.

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The authors of the articles and features which appear in the May issue are outstanding in their special fields. They are writing for the *National Parent-Teacher* because they feel that here, *through your cooperation*, they have an opportunity to reach thousands of parents and teachers who have a vital and personal interest in what happens to the children and youth of America. Their faith in our ability to make these articles count for something in the lives of our children is indeed a challenge to us. We can meet this challenge in a very practical way by increasing the circulation of the *National-Parent Teacher.* Then parents and teachers in every community will have an opportunity to know these outstanding writers and to profit by their knowledge, experience, and understanding. The May issue is an ideal number with which to start a year's subscription.

IN THE MAY ISSUE

- So Are Citizens Educated
  William G. Carr
- Health and Happiness
  W. W. Bauer, M.D.
- The Family As the Threshold of Democracy
  Arnold Gesell
- Curtains for the Last Day
  A. L. Crabb
- Happiness Is Work
  Robert P. Tristram Coffin
- Prosperity Through Education
  John K. Norton
- What About the Stolen Pears?
  Alice V. Keliher
- The President's Message
  Mrs. J. K. Pettengill
- Editorial: Effective Living
  Hughes Mearns
- World Without End
  Bonaro Wilkinson Overstreet
- Book Reviews
  May Lamberton Becker
  John M. Dorsey

HOW STATE GROUPS ARE USING THE MAGAZINE

A COPY of the *National Parent-Teacher* containing the article to be discussed at the next P.T.A. meeting is given to a member of the group. The instructions are: "Read the article, pick out the paragraphs that are *to you* the most interesting, mark them, check with the questions prepared as a guide in the back of the Magazine, and prepare similar questions that seem to you to be relative." Each month a different person does the "reviewing," and those charged with this duty do a surprising amount of work and preparation.

At the meeting the questions are placed on a blackboard. As each question is considered, the paragraph relating to it is read, and then the discussion begins. Before the meeting closes, the members are given an opportunity to present additional questions from the floor for further discussion. In reporting the use of the Magazine this local president from Vermont writes: "Everyone has something to say and I think the finest thing has been this participation in the discussion by members who, heretofore, attended faithfully but mutely. We make sure the articles selected are on subjects suitable to our group. Interest in the meeting is sustained and is proved by the fact that during the refreshment period the talk still goes on."

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TWO years ago the president of a P.T.A. in Oklahoma started a study course, using the series of articles on "The Family in a Democracy." The association members are now using the study course, "American Youth." In reporting their success with the course they write that last year their membership increased from 52 to 228, including 63 men members, and they believe that the use of the Magazine in the work of the association was a contributing factor in this growth and development.